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ABSTRACT

A pilot project was initiated in the Dallas County (Texas) Community College District to: (1) introduce the instructional staff to the use of behavioral objectives, (2) provide for the development of instructional capabilities in writing behavioral objectives and in building instructional materials, and (3) assure that the results of the behavioral objectives and instructional packages would achieve the ideal of relating the learning theories and strategies to the specific skill needs of the student and the community. To achieve the project objectives, instructors of technical-occupational and related courses were invited to submit proposals specifying the rationale for selection of the course, the ends to be achieved by participation in the project, and the process for achieving these ends. Proposals receiving a priority rating of "one" were funded, and the instructors of the approved proposals then attended a 2-day workshop in late spring 1972 designed to assist with the formulation of objectives and instructional units. Following the workshop, the instructors developed behavioral objectives and instructional units for their courses, which were field tested in the 1972-73 school year. A follow-up survey of 37 instructors revealed that the project enabled them to use commercially produced materials more judiciously and facilitated team teaching within and across division lines. (SB)

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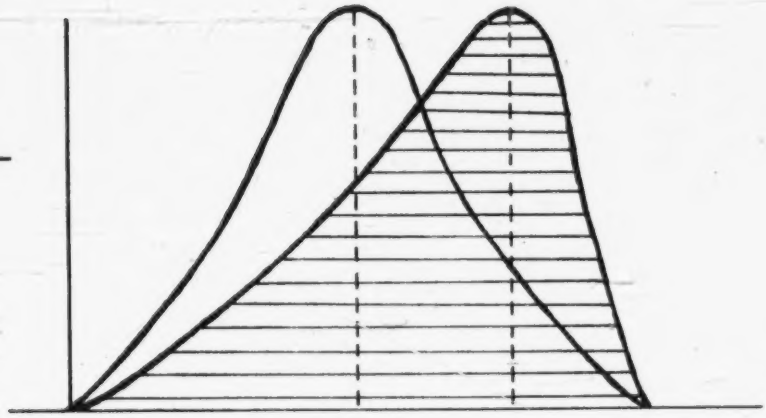
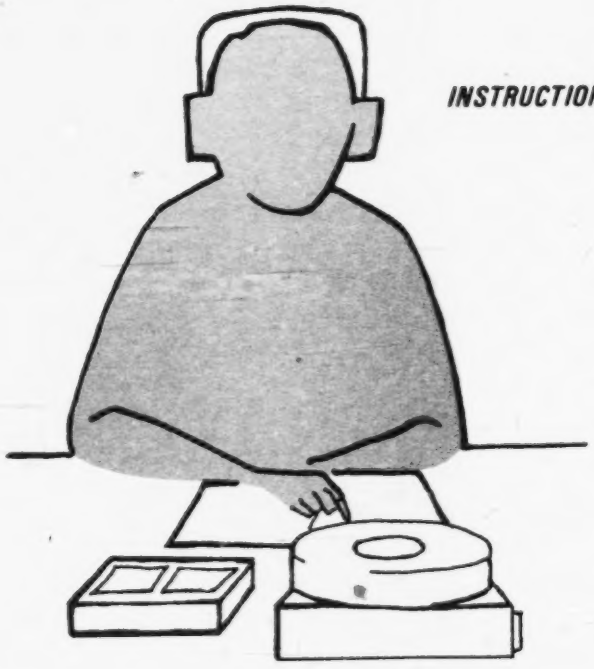
A PILOT PROJECT:

THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES AND INSTRUCTIONAL UNITS IN SELECTED OCCUPATIONAL–TECHNICAL COURSES

BEHAVIORAL OBJECTIVES





INSTRUCTIONAL UNITS

DEVELOPED JOINTLY BY THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT, DEPARTMENT OF OCCUPATIONAL AND TECHNICAL EDUCATION, TEXAS EDUCATION AGENCY AND BY THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT DALLAS, TEXAS

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A PILOT PROJECT

THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES AND INSTRUCTIONAL UNITS IN SELECTED OCCUPATIONAL/TECHNICAL COURSES

DEVELOPED JOINTLY BY

The Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency Contract # 38139 1972 - 73

and

Dallas County Community College District
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INTRODUCTION

"As the result of what has been learned about teaching and acquiring skills, it is possible for any eligible person to start an occupational preparation program any Monday Morning, progress at his own rate toward an immediate or long range objective, exit with no loss of credit, re-enter with no penalty, and progress toward the next objective as long as he needs and can profit from instructions" (1)

The ideal that occupational preparation should become so individualized and so personalized as expressed by Dr. Edwin Kurth is central to the basic philosophy of the comprehensive community college. There is no question that the rate of change in a technological society such as ours results in changing demands for various job skills, abandonment of old jobs, creation of new jobs and certainly a continuing demand for increased skills in currently existing jobs. The Dallas County Community College District from its inception has attempted to implement an educational program designed to meet the skilled manpower needs of the community, as well as the needs, abilities and aspirations of the individual student.

The problem for technical-occupational education in the community college has been to bridge the area between the so-called "what has been learned about teaching and acquiring skills" and the "immediate or long

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(1) EDWIN L. KURTH, "Accountability in Technical Education," U.S. Office of Education and America Technical Education Association. Proceedings of the National Clinic on Technical Education, (Ft. Worth, Texas, 1972), p. 168.

range objective" of the individual student. The work which has been done in the area of learning by such persons as Benjamin Bloom in developing learning for mastery, Robert Mager in writing behavioral objectives and Stuart and Rita Johnson in development of programmed instruction for behavioral objectives stand out as being representative of the extensive development of approaches to learning. The rationale for all the work in learning theories and strategies and the ultimate use of these strategies by the community college is based on the belief in and commitment to the idea that it is possible (1) to specify outcomes as to terminal behavior (the skill to be acquired and demonstrated by performance) and (2) to accomplish criterion measurements of such terminal behaviors. Furthermore, such outcomes and measurements are critical in technical-occupational education if the college is to meet the kaleidoscopic nature of the skill.

The purpose of the joint TEA-DCCCD project in the Development of Behavioral Objectives and Instructional Units in Selected Technical-Occupational Courses was to initiate a pilot program which would (1) introduce the instructional staff to the use of behavioral objectives, (2) provide the necessary development of instructional capabilities in writing behavioral objectives and in building instructional materials and (3) assure that the results of the behavioral objectives and instructional packages would achieve the ideal of relating the learning theories and strategies to the specific skill needs of the student and the community. Achievement of the program purpose

involved four basic steps: (1) Selection of technical-occupational or related courses and the faculty for participation; (2) Assessment of the existing state of faculty expertise in regard to behavioral objectives usage and the needs for additional developmental activity; (3) Training of the involved faculty in the development of both behavioral objectives and instructional materials and finally, (4) The actual writing of objectives, development of instructional units and implementation in the classroom.

The purpose of this report is to present in summary form the elements included in these four steps and to provide an assessment of the results.

SELECTION OF COURSES AND FACULTY

The project began on April 15, 1972 and was made available to all instructors in technical-occupational courses and related courses. Each instructor who indicated a desire to participate was asked to submit a proposal which stated specifically the rationale for selection of the course, the ends to be achieved by participation in the project and the process for achieving these ends.* Prior to submission of such proposals, each faculty member was given an outline of the responsibilities connected with involvement in the project. These specific responsibilities were:

1. To attend the workshop held in May on writing behavioral objectives and the group sessions held in June. Participation was optional for participants who attended similar workshops or who otherwise gained expertise in the development of behavioral objectives and in the writing of instructional units.

2. To prepare the behavioral objectives and instructional units in readable form for the typist. A rough draft was to be completed by June 27.

3. To present written reports on the progress of the project at intervals determined by the associate dean.

4. Payment was to be made to the participant after the associate dean had determined the acceptability of the project.

5. If slides and/or tapes were included in the package, the participant had the responsibility of making proper arrangements with the media center.

6. To produce a complete product that reflected the approved proposal.

Instructor proposals were submitted to the Associate Dean for Technical-

* See Appendix B for a typical proposal submitted by an instructor

Occupational Programs on each campus, who ranked the proposals with a one, two, or three priority for funding purposes. Final selections on each campus were approved by the Dean of Instruction. All proposals submitted receiving number one priority were funded. For those courses which were common to more than one district campus, campuses worked together in evaluation and approval of the project proposals.+

In the selection of courses to be included in the project, an attempt was made to include a representative sampling of courses in industrial, technical, and business related fields of skill preparation. The schedule of funding for each selected course was:

1. Preparation of instructional units for an entire course should normally be valued at $1,200.

2. Normally, $1,200 will be funded per course regardless of the number of faculty members developing the instructional units therein.

3. Contracts will be issued based on the work to be produced as evidenced in the proposal. If the faculty member surpasses his contractual obligation, an additional contract will be granted, depending on availability of funds.

4. Payment for work done for less than a full course will be prorated on the basis of the percentage of the course which is equivalent to the number of instructional units produced. This will be determined jointly by the Instructor, Division Chairman, and Associate Dean. (e.g., If it is determined jointly that an instructor is to write instructional units equivalent to 50% of a course, he will receive one-half of the usual grant per course).

5. Each campus Associate Dean will rank their project proposals as to one, two, or three priority. Projects ranked as number one will be funded first, number two projects second, etc., until all funds are allocated.

+A listing of the courses selected is given in Appendix B.

ASSESSMENT OF FACULTY NEEDS

Concurrently with the solicitation of faculty proposals and with the evaluation and approval of those proposals, it was necessary to assess the current status of educational development of the faculty to be involved in the project. Several factors should be noted in considering assessment of faculty needs. First, the colleges in the District had, in their recruiting of faculty, specifically sought new faculty members with a definite commitment to innovation in instruction, learning, and educational systems. Hence, it was possible to begin with a situation in which at least some faculty members were already embarked upon course instruction which involved behavioral objectives.

Furthermore, during the 1971-1972 school year, the in-service educational development program was specifically aimed at the individualization process, with particular emphasis on the art of writing behavioral objectives and developing written packaged-learning materials. In October 1971, a workshop involving 34 faculty and staff members was held on the Mountain View campus. Consultants for the three day workshop, October 21, 22, and 23, 1971, were:

Mrs. Doris Weddington - Central Piedmont Community College
Mr. George Wilkerson - John Tyler Community College
Mr. Charles and Mrs. Sheila Tesar - University of Texas, Austin

Materials used in the workshop included the work of Stuart and Rita Johnson and Robert Mager. The specific objective of the workshop was to introduce

the participants to the composition and actual writing of behavioral objectives for a module of instruction and then to the writing and testing of the self-paced module of instruction.*

On January 5th and 6th, a follow-up workshop was held on the Mountain View campus for the participants of the October 1971 workshop. The objective of this workshop was to capitalize upon the initiative generated in the October 1971 workshop and to provide specific help to instructors in four discipline areas: English, Science, Mathematics, and Auto Mechnics. Consultants for the workshop were:

Dr. Marion Martin - Southeastern Community College
Mr. Claud Hunter - Central Piedmont Community College
Mrs. Allen deHart - Louisburg College
Miss Caroline Castelloe **

As further preparation for faculty, there was offered in the spring semester, 1972, on the Mountain View campus as an extension credit course from East Texas State University, a course in system design, packaging and individualization of instruction. Fifteen faculty members availed themselves of this course work. The purpose of the course was to provide faculty an opportunity to develop an understanding of instructional systems and instructional packaging.+

The foregoing activities and procedures, both in hiring and in the in-service development of faculty, set the stage for the project in the spring of 1972.

* See Appendicies C, D and E for the rationale and objectives of the workshops, the basic structure used by consultants, and the evaluation instrument.

** See Appendix D for the agenda followed in the workshop.

\+ See Appendix F for the course outline

To further assess the status of faculty development and the progress made to date in the area of behavioral objectives and individualization of instruction, an instrument* was prepared and used to survey the faculty. This was done in April 1972, and served as a basis then for the specific training involved in the project.

SPECIAL PROGRAM WORKSHOP

As a specific objective of this project, the district planned and held a workshop on May 22 and 23, 1972, for those instructors whose proposals were approved. Although the workshop was open to all staff and faculty, it was designed for the instructors involved in the project. Community College consultants involved in the workshop were:

Claud Hunter - Central Piedmont (specialist in auto mechanics)
Frank Stritter - Central Piedmont (specialist in medical studies)
James Lea - Central Piedmont (specialist in medical studies)
Art Beadle - Brookdale (specialist in business and management)

After the consultants described their areas of expertise to the participants, small groups were formed and each consultant was assigned to a group to assist with the formulation of objectives and instructional units. The objectives and instructional units developed by each participant were then critiqued by other participants and the remainder of the workshop was devoted to final writing of the instructional units and solving special problems**. Evaluation of the workshop was done by the consultants, utilizing the same instrument used in previous workshops.+

* See Appendix G for a copy of the evaluation instrument
** Appendix H includes the unit checklist used in the workshop and the workshop agenda
\+ See Appendix D

WRITING BEHAVIORAL OBJECTIVES AND INSTRUCTIONAL UNITS

Although the project did not officially begin until April 15, 1972, faculty members selected to participate in the development of behavioral objectives and instructional units began preliminary work early in the spring semester, prior to the official approval date.

Immediately upon completion of the May workshop, the instructors began the development of behavioral objectives and instructional units for their courses.

Each instructional unit was to consist of the following parts:

a. A rationale for the learning material in the unit.

b. Instructional objectives written in measurable terms (including not only cognitive, but also psychomotor, and affective objectives).

c. Learning activities (incorporating small steps, frequent relevant practice, knowledge of results and appropriate media.)

d. Post-test items which are designed to measure the attainment of the stated instructional objectives.

A project coordinator was appointed on each campus to handle the logistics of the project. The coordinator served the faculty as a resource for obtaining necessary supplies, coordinating secretarial needs and services, and as an information source for the administration and the District Project Director.

In early June, the recipients met with the project director to work out the logistics for obtaining supplies, to meet the campus coordinator, and to

discuss their responsibilities. This meeting also served as a prelude to the interim status report to be made to the District Project Director.

On June 7, 1972, the project coordinator requested a conference with each participant to check on his progress and to offer assistance to avoid delays in the construction of the units.

In mid-June each participant met with the Project Director or the Dean of Instruction to review the current status of the project and go over the work completed as of that date. After these conferences, an interim status report was made to the District Project Director.

The completed behavioral objectives and resultant instructional materials were turned in to the Campus Project Director on June 30th. These materials were then typed and proofread by the instructors. The corrected materials were reproduced for use in the classrooms.

Additional staff development offerings were made during the fall session to facilitate the most effective use of the instructional units. Under the auspices of the Graduate Career Development Center, a joint educational undertaking of the Dallas County Community College District and the Tarrant County Junior College District, a graduate course was offered in Secondary and Higher Education 688 Instructional Systems Design, Packaging and Individualizing Instruction*

* See Appendix I for the general goals and objectives of the course and Appendix F for the course outline.

On November 30 and December 1 a workshop on field testing and revision of instructional units was held as a follow up to the May workshop in which the emphasis was on initial development of the units.

FIELD TESTING AND EVALUATION

Each instructional unit was scheduled for field testing during the 1972-73 school year. In most cases, this field testing was done by the same instructor who wrote the behavioral objectives and resultant instructional material. In a few instances, other instructors tested the units. Each participant met with the resource consultant during the fall to ascertain how the field testing was progressing and to formulate effective evaluation procedures.

At the conclusion of the school year, 1972-73, a survey was made of those instructors who had utilized behavioral objectives and instructional packaging in their classes. Thirty-seven instructors responded to the survey and commented on the effectiveness of the workshops in improving their abilities to develop and implement behavioral objectives and instructional packaging. In addition, the instructors were asked to comment on the effectiveness of the instructional material in improving student learning. Over (2,653) students were involved in courses in which behavioral objectives and instructional packaging were implemented.

The variety in class size, type of course and degree of utilization by the instructor provided a good basis for testing the effectiveness of the units. The number of students involved in classes taught by individual instructors varied from 8 to 420.

Type of Course

Some of the instructors felt that instructional packaging could apply to a limited portion of a particular occupational-technical program. For instance, in the Food Services program at El Centro College, the instructor stated, "There are very few areas in Food Service that self instructional packages could be implemented. Theory is related to actual lab demonstrations. The 'Introduction to Food Service Careers' package, however, was an eye opener for some students who did not realize the vast field that encompasses Food Service."

The application of behavioral objectives in a Human Relations course for occupational-technical students generated the following comment from an instructor. "Because my area (Human Relations) deals mainly with affective objectives where evaluation is in an infant stage, I have found that behavioral objectives, practice sets, and post tests in my course give students a unique advantage in personal growth because of clear evaluation steps that previous students have not achieved."

Another comment from a vocational-occupational instructor was, "Behavioral objectives and instructional packages seem to be better for preparatory subjects than hands-on-equipment experiences."

Type of Student and Size of Class

There was some disagreement over the type of student who benefits the most from instructional packaging. One instructor who used packaging with 134 students commented: "They (instructional packages) are very effective; however, I would hesitate to give these packages to any but the upper 25% of the students without close supervision."

The value of behavioral objectives and instructional packaging in preventing unnecessary repetition of learning experiences with some students was expressed by one instructor: "The packages developed, allowed students to work on a self instruction basis. In my particular course this allowed students with prior knowledge of the subject to gain course credit without completing the entire course."

Another instructor commented: "They were effective with students who had developed skill in independent study. A number were unable to handle the responsibility and required continual close guidance. Those students with reading or writing difficulties could not perform without constant supervision and individual instruction to overcome those deficiencies."

Another instructor, (who taught 400 students), had a different reaction to the implementation of instructional packaging. His comment: "It (instructional packaging) has helped this teaching situation tremendously in reaching the average to below average student."

Supplementary Uses of Packaging

Utilization of instructional packaging outside of the classroom is reflected in these statements from various instructors:

"These packets were a tremendous help to those students who did not get the material in a previous course. They came in for brush up work even after they had successfully completed the packets."

"My principal use of the packaged units has been to share them with students who, through absence, missed a certain portion of the course. I found these students readily able to catch-up on missed work by use of the packaged units. I also used the units as a supplementary learning aid for students who were having difficulty mastering a certain segment of the course. In every case, the student reported that the packaged unit helped him."

"Overall, most students felt they could rely more on learning the material if they knew before hand what was expected of them. Behavioral objectives with learning activities accomplished this to a great degree."

"Students liked the approach. It seemed an efficient way to incorporate a larger set of concepts than might be treated in the old fashioned approach."

"My students felt that this learning method has improved their capacity to grasp more information and better understand concepts."

"The objectives were of significant impact in that they defined for the student areas in which to spend his study time. The instructional packages were well received by students and seemed to increase their confidence in the material covered."

"The students report that, after using the packages, they are much more certain about the purpose of a particular unit and know what information they are expected to get from it. Never in my teaching career has the assignment of final grades been easier, fairer, and more clear-cut than it has been this semester."

Implementation of instructional packaging in the classroom has encouraged the majority of the instructors to revise their original objectives and re-evaluate their teaching techniques. Instructors mentioned that they were still detecting areas of weakness in the package design such as examples that were faulty or misleading and exercises that did not truly test what they were designed to test. Student feedback has played an important part in planning revision of the instructional packages. Many instructors indicated that with some updating of materials annually, the basic packages could be used for many years.

That the results of this study are already having a national impact is indicated in the comments of one instructor. "I need to construct some sort of teachers' manual for others who are using my packages. I have shared my packages with colleagues throughout the District as well as persons in New Jersey and Idaho, but for maximum effectiveness in packaged instruction they need greater direction for material use than the packages themselves offer."

Workshops

Instructors were interviewed on the effectiveness of the workshops*

* See page 6 for a description of the workshops.

in improving their abilities to develop and implement behavioral objectives and instructional packages. Reaction to the workshops ranged from "adequate" to "very helpful." Several instructors who had prior experience in developing behavioral objectives and implementing instructional packaging did not attend the workshops. Several comments from instructors on the merits of the workshops follow:

"The initial workshop was of most benefit. We learned the general format of packaging and had immediate response to our questions. The actual writing of the package in the workshop gave me the necessary tools to write the material for Technical Math 195."

"The workshops gave me some ideas on how to use objectives in courses that are hard to define."

"Having compared what I have learned with other people throughout the country this past year has assured me that this District is one of the most knowledgable in using behavioral objectives."

"I did not learn a lot at the workshops but the things I did learn have served me well. I have balanced the package methods with more common methods and have used behavioral objective orientation within limits and this way my instruction has been strengthened."

"The workshops were well worth my time and effort to attend as the packages I wrote were basically modeled after those discussed in the workshop. Prior to these efforts I had no knowledge of packaging."

"The workshops were well planned and accomplished the goal of improving my ability in writing behavioral objectives and coordinating

them with the instructional packages constructed."

"The workshops were helpful in several ways: as motivators to help us get started; as opportunities for exposure to people who had seen the system work; as structured opportunities to compare ideas with colleagues."

"I'm working on more packets for I feel they are quite effective."

Revision

A significant factor involved with the implementation and revision of the instructional packages was student feedback. Instructors incorporated student evaluation as a part of the project. According to several instructors, the student feedback indicated that packaging as a sole means of instruction is not desirable. In the words of one instructor:

"The students like the objectives, but many do not like the individualized approach. We offered both the individualized and teacher oriented approaches this spring. That worked out much better."

Other instructor comments:

"Students liked the idea of individual progress, but they used their freedom to procrastinate rather than accelerate - even with suggested deadlines included in the instructional material."

"The packages failed in themselves, but when used to supplement classroom instruction they were a tremendous help. A classroom introduction, then individual study, and finally a classroom review of the package is the best way I've found to use the packages."

Most of the instructors have been constantly revising their objectives and packages based on student reaction to the new learning technique.

Comments:

"Each semester (fall and spring) the objectives and packages were revised. They are now being revised for next fall. Each time the students have commented that great improvements were made and I can see them in my "end" results and grades.

"Feedback received from students was very helpful in planning revision. Many favorable comments from students on packages and tapes were received.

". . . student evaluations were very positive and the definition of specific learning goals, i.e., behavioral objectives, seemed to be the reason for bett- -than-average success on tests."

PROJECT EVALUATION BY THE PARTICIPANTS

The participants were surveyed to determine problem areas. Their responses are summarized under the following headings:

1. Training and Preparation: It was generally agreed that the workshops were essential. One instructor suggested that participants be pre-tested so that those who were more advanced could "test-out" of certain portions of the workshop. This would allow instructors with previous knowledge and understanding to go directly into advanced training in packaging. This suggestion was implemented in the November workshop.

One of the participating campuses was not in operation until fall, 1972. Their instructors were not available for the May 1972 workshop. This lack of training on writing behavioral objectives was sorely missed by them.

2. Topic Selection: Projects should be carefully chosen. Present courses should be selected rather than projected courses. The equipment to be used in the classroom should be currently available on campus to avoid delay in classroom testing of the material.

3. Use of Media: Packaging courses should include extensive use of media, field trips, first hand experiences lecture, rap sessions, and various other learning modes for the most effective student learning.

4. Copyright: Provision should be made for legal counsel to inform participants of their responsibility when using copyrighted material, using non-copyrighted material, using student-made material, and of their own copyrights and obligations.

5. Para-professionals: Para-professionals should be employed for work with the typists and for proof-reading in order to free the instructor for actual preparation of the materials.

6. Typists: There is a need for clerical typists trained in such fields as math, science, drafting, etc. The symbols used in these packages are unfamiliar to many typists.

7. Reproduction: Plans should be made for careful scheduling of reproducing, collating, and binding to avoid conflicting with peak loads for usual college requirements in this area.

8. Facilities: Plans for adequate office space, workrooms, and storage equipment for the completed packages should be given careful attention.

9. Time: Six months would be a more realistic period. Each instructor interviewed felt the compensation was adequate. Most indicated that the time allotment was insufficient. Six weeks was not long enough to actually complete such a project with the high standards the instructors desire. Finding other instructors to proof-read the material, trying out the ideas on a few students, and reviewing the entire package before using it in a class was difficult in the time allowed.

10. Peer Evaluation: It was suggested that peer evaluation should be built into the study. Team teaching, or use of units by other instructors provided valuable feedback. Sharing of the material benefited both students and professionals.

11. Psychological Problems: Many instructors had never produced printed material prior to this experience. It was difficult for them to release the material for testing in the classroom. The psychological shock of publishing should be anticipated and instructors encouraged to try out material, realizing that revision and evaluation is enhanced by field testing.

12. Evaluation: The most difficult part of the project for most instructors seems to be adequate evaluation of the material. Extensive training time to develop an understanding of self-evaluation techniques should be provided.

CONCLUSION

Without exception, instructors felt that the project was very worthwhile. Not only was the material beneficial, but the experience of preparing the material and the understanding required resulted in more effective teaching throughout the institution. Instructors at all levels of understanding concerning behavioral objectives and learning techniques, indicated that they profited from the experience. In the cases where the participants had entered the community college directly from industry, this experience provided a tremendous head start over similar "industrialist-turned-teachers". It is possible that such new instructors gained more than experienced instructors. Results of this study went far beyond the printed material.

The experience of writing and using behavioral objectives and the resultant instructional units enabled instructors to use commercially produced material more judiciously. The evaluation of this material was more realistic as a result of instructors producing such material themselves.

Another advantage of the project was the team teaching facilitated within the divisions and across division lines. Instructors cooperated in the utilization of instructional units. This cooperation resulted in improved communication throughout the community college district, both within and among separate colleges.

The project was not executed in a vacuum. It was a component of an extensive program designed to enhance management capabilities of students,

faculty, and administrators involved with occupational/technical programs. An occupational/technical program, in order to serve the job market, must have a mechanism to evaluate the effectiveness of its training. The project enabled the District to continue its inquiry into this critical area.

The projects and programs related to the project on behavioral objectives include: (1) Follow-up Study, (2) Management by Objectives, (3) Project Multiplier, (4) Objectives Exchange, (5) Manpower Study, (6) Institutional Research.

Such a model could be duplicated throughout the state of Texas by comprehensive community colleges concerned with providing occupational/technical programs to meet the needs of a growing economy in their geographical areas.

APPENDIX A

MOUNTAIN VIEW COLLEGE
RESEARCH AND DEVELOPMENT

PROJECT APPLICATION

Date May 10, 1972

Initiator Kathryn W. Hegar

Division Business

Project Title The entire course of Business 174 will be restructured into individualized self-instructional packages and units.

Initiation Date April 15, 1972

Completion Date June 30, 1972

Total Funds Requested $1200.00

N E E D S: (What student needs will be served? Provide specific back-up data.)

The students who enroll in Intermediate Typewriting in the Vocational Education Program in Secretarial Science at Mountain View College are at many different levels of production skill and knowledges in typewriting.

Some of the students who have been out of school for a while have forgotten how to correctly type business correspondence and need additional instruction and review. The students who have just finished a Beginning Typewriting course generally have a good knowledge in business form and do not need as much instruction.

The Intermediate Typewriting textbook does not give sufficient information for those students who need to brush up on the mechanics of business correspondence.

O B J E C T I V E S: (How will stated objectives meet needs? Are objectives specific?)

The purposes of the self-instructional packages to be developed in Business 174 will be to individualize the instruction so that the students will be able to progress at their own rate and build an employable production rate on the typing of business correspondence.

Each of the packages and laps within the packages will have very specific objectives. The students will be able to skip the lap or laps that he is able to

pass the pre-test on and spend time on those concepts and skills in which he is weak. He will be able to spend time outside of class time in building typewriting production skill. The student will not be confined to class time.

P R O C E D U R E S: (Clear and detailed process for emplementing objectives.)

The entire course will be restructured to include individualized self-instructional packages and units. The self-instructional packages will include:

1. A 10-lap Business Letter Package (10 separate booklets on business letter concepts)
2. Tabulation and Table Package
3. Manuscript and Report Writing Package
4. Centering Package

There will be one individualized unit covering the Speed and Accuracy of Straight Copy.

E V A L U A T I O N: (Follow-up procedures to measure impact)

1. Records will be kept on the progress of the students.
2. A questionnaire about the affectiveness of the Package will be answered by each student using the Packages.
3. Comparisons of the progress of the students will be made with the results of the progress of the students of this semester.
4. Revisions will be made to the Packages to keep them workable and current.

B U D G E T: (What equipment, supplies, consultants, travel, clerical, and release time necessary for the project?)

1. Transparencies
2. Letterhead paper
3. Carbon paper
4. Bindings
5. Cover sheets and pockets
6. Duplication paper
7. Envelopes
8. Duplication costs

F U T U R E: (Potential for addition to regular college program and expansion to other areas?)

Many of the Packages to be developed for Business 174 will be applicable to Beginning Typewriting or as a basic review in Advanced Typewriting.

T A R G E T G R O U P: (Is there evidence of effective communication with person(s) to be affected by program?)

The individualized self-instructional packages and units will be used as part of the Intermediate Typewriting class work. Each class has a total of 30 students. In the Fall Semester we will have three classes of Intermediate Typewriting for a total of 90 students.

Intermediate Typewriting is a part of the Secretarial Science Vocational Education Program.

I N N O V A T I O N: (Does the proposed project offer high promise for improvement over past practices? Or is it the same old thing?)

The Intermediate Typewriting textbook does not give sufficient introductory information on technique of business form. The textbook assumes that the students have possession of this knowledge. If a student has not taken typewriting in a while, then he needs a brush-up review of the basics in form and technique of typewriting business correspondence.

Through the use of the self-instructional packages and units, the student will be able to build his production skill at his own rate. He will be able to review and practice any concepts and skills that are giving him trouble.

F A C I L I T I E S: (What facilities and/or alterations will be necessary for the project?)

There will need to be no necessary changes made in the physical facilities.

APPENDIX B

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

PROJECTS
FOR
THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES AND INSTRUCTIONAL UNITS
IN SELECTED OCCUPATIONAL/TECHNICAL COURSES
A PILOT PROJECT

PROJECT TITLE	INSTRUCTOR
A Learning Systems Approach Designed For Independent Study For Business 161 - Office Machines Volumes I, II, and III	Clarice McCoy
Individualized Instructional Packages for Business 174 - Intermediate Typing Volumes I and II	Kathy Hegar
Individualized Instructional Package for Business 231 - Business Correspondence	Jo Chrisman
Self-Instructional Learning Packages for Business 180 and 181	Larry E. Mosby
Self-Instructional Packages for Introduction to Business	Harold Grimes Pat Plocek Bill Barnhart Grover Gillett
Objectives and Master Plan For a Structured Course In Humanities 101	Patricia Y. Bond Mary Alice Brumbach
Learning Package For Psychology 131 - Human Relations	Jeanne Bolding
Learning Package For Social Science 131 - American Civilization	Billy Oxsheer
Learning Package For Social Science 132 - American Civilization	Martha Hughes Richard Means
Instructional Package For English 101 and/or Communications 131 With Emphasis On Applied Logic As Applicable in Communications Courses For Technical/Vocational Students	Robert C. Bennett

APPENDIX B (continued)

PROJECT TITLE	INSTRUCTOR
Self-Instructional Packages For Basic Drafting	David Brown
Self-Instructional Units For Advanced Blueprint Reading 122	Daniel England
Practical Applications For A.C. Theory and D.C. Theory	Stan Fulton
Individualized Instruction For Aircraft Navigation Systems	Paul Roberts
Self-Instructional Units For Machine Shop Basic Lathe and Basic Milling Machine	J. R. Walsh
Practical Applications For Thermoforming Plastics 134 Laboratory	M. W. Holmes
Individualized Instruction For Plastics Finishing and Decorating	E. E. Busby
Practical Applications For Welding 130 - Pattern Development and Layout	Dwayne Parton
An Individualized Course of Study in Business Mathematics	Orlan Ohlhausen
Individualized Learning Package For Mathematics 132	Johnny Welton Duvall
Self-Instructional Units For Mathematics 131 - Technical Mathematics	Richard DeLong
Electronic Applications For Mathematics	Marilyn Gilchrist
A Programmed Course In Mathematics For Machine Shop Technology Students	Joanne Peteet
Basic Learning Package For Statics	Allen Streeter
Self-Instructional Units For Technical Physics	Jim Knowles
Behavioral Objectives Project - AT Biology 115	Theresa Emory

APPENDIX B (continued)

PROJECT TITLE	INSTRUCTOR
Self-Instructional Packages For Manufacturing Processes	Ray Whitfield
A Student Guide To Horticultural Science (HLN 131)	Henry V. Griffith
Behavioral Objectives For Building Materials And Properties CMT 131	R. E. Marabito
Behavioral Objectives For Quality Control Technology 131	Gus Herring
Self-Instructional Packages For Electro-Mechanical Technology 131	Glen D. Walker
Self-Instructional Packages For Engineering Statics	Larry Dean Kerbel
Self-Instructional Units For Environment and Man	Wayne Myers
Self-Instructional Packages For Physical Science Inhalation Therapy	Doroty Wierick
Self-Instructional Packages For Chemistry 101	Richard O'Brien
Learning Packages For Intermediate Algebra Volumes I and II	Mildred Finch
A Packaged Unit For Office Machines To Accompany Commercially Packaged Program For Media Systems, Inc.	Jimmie J. Henslee
Self-Instructional Packages For Basic Food Preparation	Francis F. Hitt Bob Hubley, Jr. C. (Gus) Katsigris Arie Van Selm
Self Paced Learning Package For Applied Physics I	John T. Ritter
Instructional Units For Biology 120 - Human Anatomy and Physiology	Robert L. Agnew

APPENDIX C

INSTRUCTIONAL IMPROVEMENT INSTITUTE

Rationale

The national commitment to equality of higher education opportunity and to accountability for student learning has created many complex problems, at the center of which is the need for significant modifications in traditional methods of college-level instruction. Sweeping changes in instructional methodology are necessary to accommodate not only the educational aspirations, but the fundamental and pervasive learning problems of large and growing segments of college populations which are obviously not composed of traditional college-level students. Otherwise, "equal opportunity" may prove to be merely another illusion to the very students (i.e., low-achieving, minority groups, socioeconomically deprived, culturally disadvantaged, handicapped) for whom it should have the greatest meaning. To date, equal opportunity in higher education has been more a slogan than a fact, for as many as 75 percent of low-achieving students withdraw in the first year.

This Institute seeks to attack these problems by presenting a strategy for implementing a systematic approach to individualized instruction. It is not a teaching method but a rational framework that accommodates many different instructional modes. The overall purpose of the Institute, then, is to assist teachers to improve the effectiveness of their instruction.

Objectives

The immediate aim of this Institute is that you, the instructor, after working through self-instructional materials, will be able to produce a short individualized instructional unit which will be tested on your colleagues in the workshop and revised until it is effective. The unit should be self-instructional as far as possible to permit self-paced learning. Your unit should take students approximately 20 minutes to complete. It should consist of the following parts:

1. A rationale for learning material in the unit.
2. Instructional objectives written in measurable terms (including cognitive, and/or psychomotor, and affective objectives)
3. Learning activities (incorporating small steps, frequent relevant practice, knowledge of results, and appropriate media)
4. Post-test (and pre-test if appropriate) (items which are designed to measure the attainment of the stated instructional objectives)
5. A statement that the unit has been tried out at least once, and, based on feedback from the learner, how the unit will be revised.

Members of the staff will be available at all times to structure formal meetings when necessary and to assist participants with individual questions and problems.

You will need to bring personal reference books, texts and audio-visual materials that you normally use in a course.

APPENDIX D

WORKSHOP AGENDA

A. PICK UP IMPROVING INSTRUCTION _____

1. Read Improving Instruction _____
2. Complete Cover Sheet (p. 31) _____
3. Complete Objectives (p. 32) _____
4. Complete Post-test (p.33) _____
5. Check with Workshop Leader _____
6. Turn in Revision Data Sheets for Improving Instruction (pp.34 & 35) _____

B. PICK UP THE HISTORY MODEL _____

1. Read The History Model _____
2. Turn in Revision Data Sheet for The History Model _____
3. Pick up PACKET OF WORKSHEETS (to be used with Instructional Means Tape) _____
4. Listen to Instructional Means Tape _____
5. Complete Packet of Worksheets _____
6. Assemble Your Package _____
7. Apply Unit Checklist _____
8. Check with Workshop Leader _____

C. PICK UP TRYOUT AND REVISION PROCEDURES _____

1. Read Tryout and Revision Procedures _____
2. Prepare Revision Data Sheet for your Package _____
3. Test Your Package on 2-5 Learners _____
4. Interview Learners; Record Errors and Comments _____
5. Complete History of Tryout and Revision (pp. 15 & 16 in Tryout and Revision Procedures _____

APPENDIX E

INSTITUTION_____YOUR SUBJECT AREA_____

Please answer the following to the best of your ability and as honestly as you can:

1. The workshop in individualized instruction was held on our campus on or around_____

2. The immediate objective of the workshop was that the participators write a self-instructional "package." (In most cases copies of these "packages" were collected by the workshop leaders) Did you complete a "package" by the end of the workshop?
Yes_____ No_____

   a. If yes, did you give a copy of your "package" to the workshop leaders? Yes_____ No_____

   b. If no, did you complete your "package" at some later date?
Yes_____ No_____

3. Regardless of when you completed your package, have you tried it out with: a. Some students _____
   b. A class _____
   c. More than one class of students _____
   d. Some colleagues _____

4. I have used the package: a. Not at all _____
   b. Once _____
   c. Twice_____
   d. Often_____

5. If you have used the package at least once, have you collected revision data and rewritten the package? Yes_____No_____

6. As far as you know, has any other instructor on your campus (or elsewhere) used your package? Yes_____ No_____

7. Have you tried to write more packages? Yes_____ No_____

   If yes, how many: One___, 1-3___, 3-8___, 8-15___, 15 or more___

8. Indicate your reason(s) for participating in the workshop.
   a. _____ I wanted to.
   b. _____ I felt pressured to do so by the administration.
   c. _____ Friends of mine on the faculty went, so I did too.
   d. _____ I would have been embarrassed not to.
   e. _____ I had to be on campus during that time anyway.

   If you checked b, c, d, or e, - did you feel after the workshop was over that your motive for attending was legitimate?
Yes _____ No _____

APPENDIX E (continued)

9. Please indicate on the following checklist those ideas presented at the workshop which you have adopted and are using in your classroom and which you were not doing before the workshop:

Behavioral Objectives	_____
Non-Punitive Grading	_____
Pre/Post Testing	_____
Collecting Student Opinions	_____
Providing alternate ways of learning	_____
Break material into short segments	_____
Provide regular feedback to students	_____
"Packaging"	_____
Giving students more time to learn	_____
Allowing students to retake tests	_____
Use testing to assess your teaching	_____
Give students frequent practice	_____
Use media	_____
Use positive reinforcement	_____

10. Of the materials listed below, indicate with a check mark those to which you have had occasion to refer since the workshop was conducted (even if only once):

List of instructors developing self-instructional materials	_____
Examples of self-instructional materials	_____
Newsletter (CONTACT)	_____
Workshop booklet(s) Implementing Individualized Instruction	_____ (Herrscher)
	_____ (Johnson)

11. Looking back, what would you say best describes your feelings about the workshop (check as many as you feel are appropriate)

_____Exciting	_____Boring	_____Irrelevant
_____Too short	_____Worthwhile	_____Important
_____Useless	_____Unnecessary	_____It changed me
_____Good	_____O.K.	_____Mediocre
_____Too long	_____Better than most	_____Whetted my appetite

12. Please state below whatever you can say about the workshop as you remember it - your impressions, your ideas about what was bad about it, your suggestions for its improvement: (If you need more space, use the reverse side of the page)

Thank you for your help. The time and energy you have used to respond to this questionnaire is greatly appreciated.

APPENDIX F

SECONDARY AND
HIGHER EDUCATION 529
INSTRUCTIONAL PROGRAMS IN THE OPEN DOOR COLLEGE:
SYSTEMS DESIGN, PACKAGING AND INDIVIDUALIZING INSTRUCTION

Offered through East Texas State University, Division of Continuing Education

Dr. David M. Sims, Instructor

Class Meetings: 4:30 p.m. - 7:00 p.m. each Wednesday, January 19, 1972 - May 17, 1972

The purpose of the course is to provide an opportunity for students to develop an understanding of instructional systems and instructional packaging. Each member of the class is expected to perform the required reading, to demonstrate an understanding of the concept of instructional systems and instructional packaging, to participate in class discussion, and develop an instructional package which will be used in one of the courses which the class member teaches.

Although it is anticipated that each student will develop an understanding of the concept of instructional packaging, the primary purpose of the course is the production of a useable instructional package(s).

The evaluation of each student will be based on the quality of the instructional package which is developed.

COURSE OUTLINE

I. The Community College Setting

A. Organizational patterns

1. Multi-campus vs single college districts
2. Traditional vs non-traditional administrative patterns

B. Accountability

1. New external pressures
2. Establishing institutional goals
3. Evaluating educational efficiency

APPENDIX F (continued)

C. Focus on the Student

1. Student Characteristics
   a. Special ethnic groups
   b. Commuter students
2. Student expectations

D. Teaching styles

1. Assumptions about College and University teaching
2. Pros and Cons of a "Systems Approach"

II. Systems Design in Instructional Programs

A. Building Learning Packages

1. Preparing behavioral objectives
2. Development varied teaching strategies
3. Evaluating performance objectives

B. Pilot Testing using a Learning Package

1. Refining objectives, strategies and evaluation

C. Implementation Problems

1. Role of the Instructor
2. Role of the Student
3. Instructor Evaluation
4. Scheduling
5. Institutional Funding and Accreditation

RESOURCE CONSULTANTS:

Dr. Bill Priest, Chancellor, Dallas County Community College District
Dr. Don Waldrup, Assistant Superintendent - Accountability and Personnel Development, Dallas Independent School District
Dr. Bob Miller, Dean-Instruction, Northeast Campus, Tarrant County Junior College
Mr. John Mitchell, Department Chairman - Physical Sciences, Northeast Campus, Tarrant County Junior College
Dr. Jane Harper, Department Chairman & Professor of Languages, Northeast Campus, Tarrant County Junior College
Dr. Tom Hatfield, Project Director, Coordinating Board
Dr. George Thomas, Director of Academic Programs, College of the Mainland

APPENDIX F (continued)

TEXTS:

1. Cohen, Arthur M., Dateline '79

2. Cross, K. Patricia, The Junior College Student: A Research Description

3. Johnson, Stuart R. and Rita B., Developing Individualized Instructional Material

4. Mager, Robert F., Preparing Instructional Objectives

5. Roueche, J. E., Baker, G. A. III, Brownell, R. L., Accountability and the Community College: Directions for the 70's

APPENDIX G

EVALUATION OF INSTRUCTIONAL DEVELOPMENT PROGRAM

MOUNTAIN VIEW COLLEGE
1971-72 YEAR

I. Objective: To develop within the instructional staff the capabilities of encorporating instructional systems into their course construction.

1. In my opinion, the concept of systems design and individualization of instruction is:

( ) good
( ) fair
( ) poor
( ) I am undecided

Comment: _____
_____

2. In my opinion, the degree of emphasis placed on instructional systems at Mountain View College this year has been:

( ) just right
( ) not enough
( ) too much
( ) I am undecided

Comment: _____
_____

3. The involvement demands of the faculty in instructional development activities this year has been:

( ) just right
( ) not enough
( ) too much
( ) I am undecided

Comment: _____
_____

4. The quality of instructional development workshops and activities, in my opinion, has been:

( ) good
( ) fair
( ) poor
( ) I am undecided

Comment: _____
_____

5. My philosophy regarding instructional techniques has changed this year:

( ) a great deal
( ) somewhat
( ) none
( ) I am undecided

Comment: _____
_____

6. Changes in my thinking regarding instructional techniques reflect:

( ) a greater acceptance to new and varied approaches to instruction.
( ) an acceptance that only through very meticulous planning and course design can a course be truly individualized.
( ) that true individualization of instruction is not possible.
( ) I have had no real change in my thinking.

Comment: _____
_____

7. At least one of my courses incorporates elements of systems design:

( ) Including over-all course objectives, objectives for specific units of study, (all in measurable terms), and individualized, self-paced instruction.
( ) Including over-all course objectives and objectives for specific units in measurable terms.
( ) Including only over-all course objectives which are measurable.
( ) None of the above at present.

Comment: _____
_____

II. Objective: To develop a system for instructional development.

1. The major problems in the areas of the learning-teaching process and the utilization of faculty, financial and physical resources at Mountain View College:

( ) have been identified reasonably well and apparently are being dealt with.
( ) have been identified but little progress is apparent.
( ) have been identified but it seems no progress is being made to correct the situation.
( ) apparently have not been identified.

Comment: _____
_____

III. Objective: To stimulate interest in Research and Development Projects and develop system for analysis of project proposals and awarding of appropriate financial grants where needed.

1. The guidelines and flow chart developed for initiating, implementing and evaluating R & D Projects was:

( ) very clear and functioned well.
( ) functional but needs improvement.
( ) vague and non-definitive.
( ) in reality, not carried out this year.

Comment: _____
_____

2. In my opinion the procedures for initiation and approval of R & D projects are:

( ) fair and reasonable with adequate funding.
( ) fair and reasonable but inadequately funded.
( ) not functional and needs improvement.
( ) unnecessary, since such projects are the professional responsibility of the instructors, not the college.

Comment: _____
_____

APPENDIX G (continued)

Additional Comments and Suggestions: relative to the Instructional Development Program:

What is your greatest need in improving your instruction?

APPENDIX H

CAMPUS MEMORANDUM

EL CENTRO COLLEGE

FROM: Ruby Herd DATE: June 12, 1972

TO: Dr. Bob Leo SUBJECT: TEA Project Workshop

The T.E.A. Project Workshop was held at Mountain View College May 22-23. Its purpose was to offer consulting services in the developing of behavioral objectives and instructional units in selected occupational/technical courses to faculty whose proposals had been accepted in the project.

Consultants for the Workshop were:

Art Beadle - Brookdale
Claud Hunter - Central Piedmont
Jim Lea - University South Carolina
Frank Stritter - University South Carolina

The Workshop agenda was developed to accompany Johnson and Johnson's Assuring Learning With Self-Instructional Packages, a model for setting objectives and writing instructional units. Participants worked through the total process of developing objectives, writing a sample instructional unit, self-evaluating the unit, revising the unit, testing the unit on 2 - 5 peers who recorded errors and comments, and a second revision.

The instructional unit evaluation is attached.

Sixty-two faculty members attended the workshop. The additional twenty-two faculty members present were from the district colleges and were participating in the workshop because of their own personal interest in developing expertise in developing objectives and instructional units.

APPENDIX H (continued)

UNIT CHECKLIST
(You may wish to use this to assess materials)

ENDS

Are the objectives clear statements of what the student can do after successfully completing the package? _____

Is there an objective which indicates intended student attitude toward the package? _____

Has a test been produced with a scoring key or other information on what constitutes adequate student performance? _____

Are the test items all related to the objectives? _____

MEANS

Does the script outline include:

Small steps? _____

Frequent student practice?

Immediate feedback to the student on effectiveness of practice? _____

Does the package appear to have sufficient directions so that a student could work through it without the professor being present? _____

REVISION

Was the package administered to one or more students? _____

Was data gathered on the achievement of students who used the package? _____

Were the students interviewed? _____

Was data gathered on the attitude of students toward the package? _____

Was the package revised for future try out? _____

WORKSHOP AGENDA

To accompany Assuring Learning by R. and S. Johnson

A. Read Chapter I _____

1. Complete Cover Sheet (p. 35) _____
2. Complete Objectives (p. 37) _____
3. Complete Post-test (p. 39) _____
4. Check with Workshop Leader _____

YOU MAY NOW CHOOSE

WORKBOOK	-or-	TAPE
B. Read Chapter II		B. Work through HISTORY MODEL _____
1. Assemble Your Package		1. Obtain Illustrations and Worksheets and listen to Cassette _____
2. Apply Unit Checklist		2. Prepare Your Package _____
3. Check with Workshop Leader		3. Apply Unit Checklist _____
		4. Check with Workshop Leader _____

C. Read Chapter III

1. Prepare Revision Data Sheet for your Package _____
2. Test Your Package on 2-5 learners _____
3. Interview Learners; Record Errors and Comments _____
4. Attend Wrap-Up Session _____

APPENDIX I

SECONDARY AND HIGHER EDUCATION 688
INSTRUCTIONAL SYSTEMS DESIGN, PACKAGING AND
INDIVIDUALIZING INSTRUCTION

EAST TEXAS STATE UNIVERSITY RESIDENCE CREDIT COURSE
RESIDENCE CREDIT -- 3 SEMESTER HOURS
INSTRUCTOR -- DAVID M. SIMS

GENERAL GOALS FOR THE COURSE:

To assist each student in the development of:

1. A greater understanding of the instructional programs in a comprehensive community college.

2. An increased understanding of the abilities and expectations of students enrolled in an open door college.

3. Planned strategies for learning in a heterogeneous student population.

4. Increased skills in the development of instructional packages with behaviorally stated objectives.

5. Increased skills in testing and validating an instructional package.

6. Increased awareness of problems involved in individualizing instruction.

7. Greater awareness of alternative learning strategies available to community college instructors.

8. Increased skill in the use of media in instruction.

OBJECTIVES:

Each student will be expected to meet the following objectives:

1. Develop learning packages equivalent to 6("B")/9("A") weeks of student instruction. Such packages shall include pre- and post-tests, behavioral objectives, instructional input materials (including media), and an evaluation component.

2. Pilot test, evaluate and revise 2("B")/3("A) weeks of learning packages.

3. Demonstrate understanding and familiarity with the content of the three required texts and three approved supplementary books by discussing these materials within the following framwork:

   (a) Practicality and relevance to teaching and instructional development
   (b) Contribution toward understanding packaging and/or individualizing instruction
   (c) Helpfulness in meeting the objectives of the course
   (d) Consistency and/or bias of the author

4. Develop a prospectus for totally individualizing a course in your discipline. Such prospectus shall outline (1) the major elements which are required to create an effective, self-initiated learning program, (2) the physical and space requirements, (3) materials development, (4) testing and evaluation program, and (5) problems involved in self-paced learning.

APPENDIX J

SECONDARY AND HIGHER EDUCATION 688
INSTRUCTIONAL SYSTEMS DESIGN, PACKAGING AND
INDIVIDUALIZING INSTRUCTION

SCHEDULE OF CLASS MEETINGS AND CONSULTANTS

September 11	The Community College Setting: Philosophy and goals of the community college instructional program	David Sims, President Mountain View College
September 18	Student Characteristics in the Open Door College: Cognitive Mapping	Glen Bounds, Associate Dean of Educational Development Mountain View College
September 25	Instructional Systems and Management by Objectives	Bob Miller, Dean of Instruction N.E. Campus, TCJC
October 2	Learning Styles and Teaching Styles: Implications for Individualized Instruction	Jane Harper Department Chairman and Professor of Foreign Languages, N.E.Campus TCJC
October 9	Innovations for Individualizing Instruction: Potpourri	
	An Overview of MVC Instructional System	Eldon Miller, Dean of Instruction, MVC
	Biology	Kent Reppond, Jack Pierce
	Business	Kathy Hegar, Clarice McCoy
October 16	Innovations for Individualizing Instruction: Potpourri	
	Unique features of Instructional Strategies at MVC	Harryette Ehrhardt
	Humanities	Brenda Rager
	Math	Norm Fletcher, Howard Penn, Charles Wickersham
	English 101L	Joan Monroe, Nadene Pearce, Jane Roberts
	Supportive Information Program	Lavora Fisk, Spencer Olesen

APPENDIX J (continued)

October 23	Multi-Media In Instructional Design	Dan Echols, Larry Wilson Bob Claussen N.E. Campus, TCJC Learning Resources Center
October 30	Systems, Management by Objectives, and Behavioral Objectives: Review Session	David Sims
	Alternate Session: Barbara Washburn, Mitchell College, N.C. (To be held on N.E. campus, TCJC, 7:00 p.m.)	
November 6	Taxonomy in Instructional Self-Evaluation	Pat Bond, Chairman of Humanities Division Mountain View College
November 13	Evaluation	David Sims
November 20	Problems of Copyrighting Packaged Materials (4:30 - 5:30 p.m.)	Gerald Crutsinger, Attorney-at-Law
	Unstructured Session for Developing Instructional Packages (5:30 - 7:00 p.m.)	
November 27	Course Planning and Evaluation at College of the Mainland	George Thomas, Director of Academic Programs College of the Mainland
December 4	Community College Education in Texas: The Next Five Years	Tom Hatfield, Head Program Development Div. Coordinating Board
December 11	Computer Assisted Instruction and Simulation	Paul Jackson, Coordinator of CAI-DCCCD
December 18	Show and Tell Session	Each participant will make a 10-minute presentation of package and/or materials developed for the course.

SECONDARY AND HIGHER EDUCATION 688
INSTRUCTIONAL SYSTEMS DESIGN, PACKAGING AND
INDIVIDUALIZING INSTRUCTION

Offered through East Texas State Univ.

Dr. David M. Sims, Visiting Professor
Class Meeting 4:30 - 7:30 p.m.
each Monday, Sept. 11 - Dec. 18
Mountain View College, Room W144

The purpose of the course is to provide an opportunity for students to develop an understanding of instructional systems, instructional packaging, and the problems involved in individualizing instruction. Each member of the class is expected to perform the required readings, to demonstrate an understanding of the concept of instructional systems and instructional packaging, to participate in class discussion, and to develop instructional packages which will be used in courses which the class member teaches.

Although it is anticipated that each student will develop an understanding of the concept of instructional packaging, the primary purpose of the course is the production of useable instructional packages.

The evaluation of each student will be based on the number and quality of the instructional packages which are developed.

COURSE OUTLINE (TENTATIVE)

The Community College Setting

- Educational Philosophy
- Goals and Programs
- External and internal pressures toward instructional efficiency

Student Characteristics in the Open Door College

- Analyzing Student Learning Styles
- Cognitive Mapping
- Learning Theory for Individualizing Instruction

Management by Objective Systems

- Instructional Systems
- Instructional Accountability

APPENDIX J (continued)

SHED 688 -- COURSE OUTLINE

Instructional Materials Development

Building Learning Packages

Developing Pre- and Post-Tests
Preparing Behavioral Objectives
Developing Instructional Strategies
Evaluating Student Performance

Pilot Testing and Revising Learning Packages

Refining Objectives, strategies and evaluation

Strategies for change and instructional innovation

Computer assisted instruction
Learning simulation
Group participation
Inquiry Development
Motivation through Media

Implementation Problems

Establishing minimum mastery levels
Traditional and non-traditional grading systems
Teaching styles: alternatives for diverse learners
Pros and cons of a "systems approach"
Problems involved in individualized instruction
Evaluation of instructor effectiveness and productivity
Scheduling
Institutional funding and accreditation